



Prospectus 2016/17



At Glebelands we constantly strive to achieve our personal best:

- in learning
- in enrichment activities
- as part of a community

Headteacher: Mrs Anne Hutchinson





Headteacher: Mrs Anne Hutchinson

Headteacher's Vision Statement

vision

We strive to be an outstanding school where:

- the highest standards of teaching and learning underpin excellent progress and achievement
- we value individuals by respecting and supporting each other
- a culture of high expectations encourages success and the achievement of our personal best
- we all make a positive difference to our school and the local and wider community





welcome

I am very pleased to welcome you to the Glebelands School prospectus. I sincerely hope that it will give you an overview of the key aspects of the school, alongside our updated website. You are also very welcome to visit the school at the Open Evening on Thursday 6th October, from 6pm to 8.30pm, and to enjoy a tour of the school.

When you visit the school I am sure you will be impressed with the investment we have made in the learning environment. Over the past few years we have refurbished a number of the teaching rooms, the Learning Resource Centre, the Dining Hall, the Sports Hall and most recently the Student Services and Main Reception areas. Each time we refurbish an area the students are actively involved in the process and we ensure that all decisions are made with sustainability in mind.

Learning is the central focus of the school and we ensure that all teachers have the resources needed to deliver first rate lessons. Students at Glebelands enjoy their lessons and have positive attitudes to learning, a fact that was recognised as a strong feature of the school in the most recent Ofsted report. The Science laboratories reflect our former specialist status and provide dynamic learning bases. Large numbers of our students opt for the three separate Sciences at GCSE and all take at least two GCSE courses in Science.

The results at GCSE and KS3 have largely been well above the national average for the past five years and reflect the determination and ambition of our students and their teachers to reach their personal best. This year 70% of our students achieved A*-C grades in English and Maths (the new 'basics' measure) and 29% of all grades were awarded at A or A*. More importantly our value added measure, which shows the progress made by students from where they started at the end of Year 6 to their GCSE achievements at the end of Year 11, was well above national expectations and by far the highest we have ever achieved. Also, the gender gap was only 1%. Equally important was the fact that almost all of our students gained five or more GCSE passes which enables them to continue further study in whatever area interests them. The vast majority of our students progress to our partner sixth form at Godalming College.

Glebelands is a school which sets itself the highest standards in everything it undertakes. The Governing Body is actively involved in the leadership of the school. The school has strong links with parents through the Glebelands Trust, Parents' Forum and regular communications. The students are our best ambassadors, they are rightly proud of their school and its central role in the community. Students work closely with each other and their teachers to ensure that they make the most of the opportunities on offer and extend their learning in all aspects of school life. Glebelands has a wide range of extra curricular opportunities including Drama and Music productions, Language courses, Art clubs and a wide variety of Sports.

Academic tutoring supports the work of subject teachers and enables students to monitor their own progress and set themselves challenging targets. Three reports are sent home per year. Our partnership with you as parents is of central importance and I know you will support your son or daughter's rewarding journey through Glebelands School.

Mrs Anne Hutchinson
Headteacher

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The Governing Body

Local Authority Governor

Vacancy

Headteacher

Mrs A Hutchinson

Staff Governor

Mrs L Rys-Kent

Parent Governors

Mr S Duck

Mr N Sanctuary

Mrs K Anderton

Mr A Erricker

Co-opted Governors

Mr D Burr (Chairman)

Mr T Hurley

Mr R Jenkin

Mrs D Littlewood

Mr A Griffiths

Ms T Pulfrey

Mr J Spradbery

Vacancy

Clerk

Mrs Y Wilkins



The Governing Body of Glebelands, which is a co-educational 11-16 school within the Surrey County Council Education Service, is actively involved in all aspects of management of the school. It ensures the highest educational standards for all students. In addition to the main meeting each term, which is open, there are a number of special committees monitoring aspects of the management of staff, curriculum, finance, premises and publicity.

The contents of this prospectus represent the information required in Schedule 2 of the Education (School Information) Regulations 1981, and relate to admissions in the school year 2016-17. It should not be assumed that there will be no changes affecting the arrangements discussed in this document before the start of, or during the school year in question, or in relation to subsequent years.

Relevant policies are available within the Parents Section of the school website

www.glebelands.surrey.sch.uk

The Staff

Senior Leadership Team

AEH	Mrs Anne Hutchinson, B.Sc.	Headteacher
RUM	Mr Russell Mitchell, B.Sc.	Deputy Headteacher (Mathematics)
SDJ	Mr Stephen Jones, B.A.	Assistant Headteacher (P.E.)
CGS	Mr Christopher Smitheram, B.Sc.	Assistant Headteacher (Geography)
SLH	Mrs Sandra Hearn, B.Ed	Senior Teacher, Head of Yr 8, (DT)
SPR	Mr Stefan Radwanski, B.Sc.	Senior of Teacher, Head of Science / ICT
RNH	Mr Rhoad Hepburn, B.Sc.	Senior Teacher, Head of Yr 9, (PE)
FRC	Mrs Frances Crawley	Business Manager

Department of English

MPR	Mr Mike Ransom, B.A.	Head of English
JCR	Mrs Jennifer Riley, B.A.	English, Second in Department
MJH	Mr Mike Haydon, B.A.	English
SJG	Mrs Sarah Green, B.A.	English

Creative Arts Department

JDT	Mrs Jennifer Tompkins, M.A.	Head of Art / Drama
MHL	Mrs Margaret Lawrence, M.Mus.	Head of Music

Department of Mathematics

HSH	Mr Howard Hoare, B.A.	Head of Mathematics / Specialist Status Maths
GUB	Mr Gurnham Bahra, B.Sc.	Mathematics, Second in Department
RCG	Mrs Richelle Grisdale, M.Sc.	Mathematics

Department of Design & Technology

KAD	Miss Katherine Door, B.A.	Head of Design & Technology / Resistant Materials
OTJ	Miss Olivia Treverton-Jones, B.Sc.	Head of Yr 11 / Graphics
ALA	Miss Alexandra Alessi, B.A.	Design & Technology / Textiles / Food

Department of Science

HEC	Miss Hannah Campbell, M.Sc.	Science, Second in Department
PSC	Mr Peter Childs, B.Sc.	Science
EFC	Miss Elly Chilcott, B.Sc.	Science / Student Leadership
AGW	Mr Adam Wyllie, B.Sc.	Science
RDA	Mr Russell Allen, B.A.	ICT
JAH	Mr James Hiller, B.Sc.	Science Student Teacher

Department of Physical Education

RMW	Mr Robert Whistler, B.A.	Head of PE / Healthy Schools
NTB	Mrs Nadine Boniface, B.A.	P.E, Head of Achievement Year 7, SSCo

Department of Humanities

MJK	Mr Mike Kett, M.A.	Head of Religious Education
KES	Ms Kayleigh Stoye, B.Sc.	Head of Geography
CAM	Ms Catherine McAulay, M.A.	Head of History & Sociology, Head of Year 10
HCH	Ms Hollie Hansford, B.A.	History and Sociology
KLM	Mrs Kate Martin, B.Sc.	Geography

Department of Modern Languages

NJC	Mrs Natalie Clark, B.A.	Head of Languages
CMW	Miss Claire Withers, B.A.	Languages
CED	Miss Chantal Dufour, B.A.	Languages

Department of Learning for Life

LMK	Ms Laetitia Rys-Kent, PGCE.	Head of Learning for Life
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Department of Learning Support

KRK	Ms Karen Keane, B.A.	SENCo
STR	Mrs Sally Robertson, B.Sc.	Learning Support Teacher

The Staff (cont.)

Administration Support Team

ACB	Mrs Annie Booker	Finance Officer
AJG	Mrs Anna Gooch	Student Officer
FIH	Mrs Fiona Heard	Data Officer
MLT	Mrs Meriem Trollope	Headteacher's P.A.
SAJ	Mrs Sarah Judd	School Publicity and Community Secretary
SUV	Mrs Susie Voisey	Finance Assistant
WAB	Mrs Wendy Booker	Receptionist
SOK	Mrs Sally O'Kane	Receptionist
LSF	Mrs Lorraine Felmer	Receptionist
LJS	Ms Linda Sieber	Admin and Resource Technician
JAW	Mrs Jane Watson	Admin and Resource Technician

Teaching Support Team

AND	Mrs Angela Dawson	Exams Officer / Data Manager / Team Leader
MAB	Mrs Madeline Bradley	Cover Supervisor
KSM	Mr Kevin Milligan, B.A.	Cover Supervisor
VAC	Mr Victor Coughtrey	Cover Supervisor
KLJ	Mrs Kate Jones	Inclusion Room Supervisor
LJS	Ms Linda Sieber	Inclusion Room Supervisor
JAW	Mrs Jane Watson	Inclusion Room Supervisor
AMT	Mrs Ana Trayling	Learning Resource Assistant
IEK	Ms Isabel Knights	Learning Resource Assistant
AMC	Miss Angie Chandler	Information Advice & Guidance Assistant

IT Support Team

Mr Greg Watson
Mr Jack Johnson

Technical Support Team

CAW	Mrs Cathy Wilson	Senior Science Technician
ACR	Mrs Angela Ruark, B.Sc.	Science Technician

Learning Support Team

JEC	Mrs Joanne Clayton	Behaviour Support Manager
KLJ	Mrs Kate Jones	Home-School Link Worker / Admin
KNC	Mrs Katharine Coode, HLTA	Learning Support Assistant
JMV	Mrs Jill Vodden	Learning Support Assistant
RDJ	Mrs Rachel Jackson	Learning Support Assistant
SSC	Miss Samantha Cornwell	Learning Support Assistant
RAS	Mrs Rebecca Swallow	Learning Support Assistant

Premises Support Team

JHW	Mr Jim Wright	Premises Manager Premises Assistant
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Catering Team

SKM	Mr Kurt Maxwell	Catering Manager
CHW	Ms C Wilmshurst	Cook
ACG	Mrs A Gains	Catering Assistant

Invigilators

Invigilators are employed for supervision of examinations. A current list is available from Mrs Angela Dawson.

Co-Ordinator STAR Project (fedn)

Counsellor: Relateen
Mrs Georgina Knights
Mrs Lisa Fairhead

The years at Glebelands

During the year prior to transfer there are regular liaison meetings between senior staff at the feeder schools and Glebelands to ensure the smooth continuity of the children's education. Glebelands teachers including the Headteacher, regularly visit our partner schools.

Junior School	October	Choice of schools begins, parents visit Glebelands Open Evening for prospective parents and tours of the school
	October	Deadline for school place applications
	April	Welcome pack sent to parents
	June	Glebelands staff visit junior schools to discuss new intake
	July	New students visit Glebelands for the three day "Glebelands Experience"
	July	Briefing meeting for new parents
7 year 7	September	Information Evening for parents
	November	Student Progress Day, Interim Reports
	March	Interim reports. Consultation Evening with subject staff
	July	Examinations, internal assessments and reports
8 year 8	November	Student Progress Day, Interim Reports
	February	Internal assessments
	March/April	Interim Reports. Consultation Evening with subject staff
9 year 9	November	Student Progress Day. Interim Reports
	January	Internal assessments
	February	Information Evening for parents
	March	Reports and Consultation Evening with subject staff Parents' Evening (Option choices for Upper School)
	July	National Curriculum Key Stage 3 Report to Parents
10 year 10	September	Information Evening for parents
	November	Student Progress Day, Interim Reports
	February	School examinations
	March	Reports and Consultation Evening with subject staff
	April	Work experience - one week
	May/June/July	Interim Reports
11 year 11	September	Information Evening for parents
	October	Godalming & Guildford College Open Evening
	November	Student Progress Day, Interim Reports
	December	Mock GCSE examinations
	January	Subject Evening with subject staff Notification of examination entries Reports Issues
	June	GCSE examinations
	July	Annual Leavers' Dinner
	August	External examination results published
	November	Presentation Evening - students return to be presented with GCSE certificates and prizes by a guest speaker

curriculum

Curriculum Organisation

The School Day

The teaching week consists of 30 lessons of 50 minutes, which gives a teaching week of 25 hours. There are four lessons in the morning and two in the afternoon, with a break after lesson two. Timings of the day are as follows:-

Students to be in school	8:40am
School Starts	8:45am
Lunch/Tutor time/Assemblies	12:35pm - 1:35pm
School Ends	3:15pm

Curriculum Organisation

The curriculum is organised to encourage students to realise their full potential in every subject. All subjects are open to girls and boys equally. Teaching groups vary according to subject requirements. In some subjects several tutor groups are timetabled at the same time, with departments setting teaching groups based on aptitude and ability. This occurs in Year 7 onwards for Mathematics and Science, in Year 8 onwards for English and MFL and in Year 9 for History and Geography. In other subjects, students are taught in their mixed ability tutor groups. Practical subjects are taught in smaller groups. The aim is to achieve average class sizes of about 28 students. Where students are in ability groups there are regular reviews which enable set changes to take place based on clear criteria.

All students study French and Spanish in Y7 and choose to continue one of these from Y8 onwards.

In Years 10 and 11 there is some measure of choice. All students study a core of English, English Literature, Mathematics. In Science, students take two GCSEs. Three separate Sciences are taught to able Scientists (others may choose it as an option). In addition, there are Physical Education, Learning for Life (Citizenship and Personal, Social and Health Education) and statutory Religious Education courses. Each student then chooses four additional subjects, as detailed on the next page.

In Years 10 and 11 the core subjects, in general, are grouped according to aptitude and ability, but the grouping of other subjects is influenced by how many students choose to follow a particular course.

The school runs a number of courses under the 'Increased Flexibility' programme which provides opportunities for vocational and work-related learning. A number of students will attend courses at other institutions as part of their vocational courses e.g. Godalming College, Guildford College, M.I.T (West Byfleet), Merrist Wood and Federation Schools.



curriculum

Current Curriculum Plan

Key Stage 3 Curriculum (Years 7, 8 & 9)

The following figures detail the number of lessons for each subject under the present Curriculum arrangements.

Subject	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	3	4	4
Science	3	4	4
Physical Education	3	3	2
Geography/History	4	4	4
MFL (French and Spanish)	4	3	3
Art/Music/Drama	2	2.5	3
Design and Technology	4	2.5	3
Religious Education	1	1	1
IT	1	1	
Learning for Life. (Citizenship and Personal, Social and Health Education)	1	1	1

In Year 7 D&T is in rotation with Study Skills and Drama

Key Stage 4 Curriculum (Years 10 and 11)

This is only an example of how the curriculum may be organised. It is adjusted each year to cater for the needs of the students and the National Curriculum. The curriculum for 2017/2018 will undoubtedly be different.

Subject	Lessons
English	4
Mathematics	4
Science	6
Learning for Life - Citizenship, Personal, Social and Health Education	1
Physical Education	2
Religious Education	1
Option A: Study Support, PE, French, Geography, History, Sociology, ICT	3
Option B: Drama, French, Geography, History, Art, Business, Study Support	3
Option C: Art, Child Development, D&T Food, D&T Graphics, D&T Resistant Materials, Drama, Geography, Increased Flexibility, Music	3
Option D: Art, D&T Food, D&T Resistant Materials, D&T Textiles, History, Increased Flexibility, PE	3

curriculum

The Curriculum (additional information)

Learning 4 Life

L4L is an integral part of a modern curriculum. It is taught in all year groups and is designed to help individuals develop skills, values and attitudes which will enable them to contribute fully as effective citizens in an increasingly complex world.

Careers Education

Guidance and advice is given through the Learning 4 Life programme and is supported by the careers library. Opportunities include work experience, work related learning and formal careers interviews. The students are also given guidance on the options available to them when they leave the school. They are offered a very wide range of further GCSEs, A/AS levels, A levels and pre-vocational courses at Godalming College, Guildford College of Further and Higher Education and other specialist Further Education providers.

Learning Support

Glebelands is renowned for the excellent special arrangements made for children who have learning difficulties. Some students are withdrawn from a few lessons to receive additional assistance, others are supported by additional teachers in lessons. We have an enviable reputation for supporting students who are dyslexic.

Students who have particular skills or abilities benefit from stimulating extension activities which encourage them to develop their gifts to the full and there is a lively 'gifted and talented' programme.

Assessment

The progress of all our students is carefully monitored by a programme of controlled assessment, self-assessment, formal examinations and tests.

Religious Education

All students follow a course of religious studies based on the Surrey Agreed Syllabus. There are regular assemblies for all children. In Key Stage 3, the subject develops the work already completed at Key Stages 1 and 2 and students are introduced to Buddhism and Sikhism for the first time. In Key Stage 4, all students complete a full GCSE in Religious Education.

Sex Education

The School Governors are accountable for the school's policy and believe that sex education should be provided for all students. Parents have a statutory right to withdraw their child from sex education lessons, but we encourage any parents who wish to know more about the sex education programme to contact the school. Factual, accurate information about the anatomy and physiology of sex is provided in Science and L4L, and it is always dealt with in the context of moral responsibility, caring relationships and family values.

Focus Days

Every year there are four days which provide an opportunity to focus on one particular aspect of the curriculum. The purpose of these days is either to be able to spend longer on a particular project i.e. Technology, to enable a visit or a speaker to come into school i.e. Music workshop or to explore a dimension of the curriculum such as "Enterprise".

links

Links between home and school

We warmly welcome all forms of parental contact with the school since a close, three way partnership between students, school and parents always results in greater mutual understanding for the benefit of the students concerned. All our teachers have a heavy classroom commitment and so an appointment must be made prior to coming to school if a journey is not to be wasted. Visitors should always report to reception on arrival. Many of the points parents may wish to raise are dealt with, in the first instance, either by the tutor or Head of Achievement.

Progress File/Records of Achievement

Students are prepared for their future careers continuously throughout their school life. The school has "Investors in Careers" which recognises the level of support given to students in planning their future careers. The school uses materials such as STEPS, KUDOS, and U Explore. These materials aid the students in thinking critically of the choices they have to make immediately and develop their decision making skills that will help through their lives. At the end of Year 10 students are encouraged to start collecting data and information for their Record of Achievement. They create their CV in Learning 4 Life lessons and are given guidance and support in developing statements that will include their achievements and experiences to date, a document outlining their work experience and a Personal Statement that will support college or prospective interviewers to have an overview of the student as an individual. These records are used on Practice Interview Day. At the end of January the school gives the students their attendance log, their academic report summary and any other information which will help them in their interviews.



Tutorial Interviews and Target Setting

Target Setting is an integral part of teaching and allows students to know where they are and what they have to do to make progress. This is supported by the Form Tutor. There is also a Student Progress Day in November. This provides an opportunity for parents, tutors and students to discuss progress together and set targets. The Form Tutor also helps the students to review their targets..

Charges for Enrichment Activities

Occasionally we ask parents to contribute on a voluntary basis towards some or all of the cost of the many non-timetabled enrichment activities we offer in order to help us maintain this programme.

Financial Assistance

Occasionally we ask parents to contribute on a voluntary basis towards some or all of the cost of the many non-timetabled enrichment activities we offer in order to help us maintain this programme.

Contact Centre
Local Education Office (SW)
Tel. 0300 200 1004



Emergency Procedures

All families are asked to provide us with a range of information for the school's records. These contain details of the parents' home and work telephone numbers, the student's doctor and a note of any medical problems which may affect the student's work and well-being at school. This information is then readily available in case of an emergency during school hours. Please help us by keeping this information up to date.

In order that a check can be kept of those on the premises, all students must report to the school office if they are late for any reason or if they have to leave school for an appointment.

Homework

Regular homework assignments form an important element of the academic progress of all students throughout the school. Every student is issued with a Journal and parents are sent a copy of the current guidelines regarding homework at the beginning of the Autumn Term. Regular checking and signing of the Journal should be part of a domestic routine.

Glebelands News

We publish our newsletters each term and these contain up-to-date news about the school. Parents are urged to search bags and pockets at these times to ensure they receive their copy. It will also be available to download from the website.

The Glebelands Trust

The Trust is supported by parents and is designed to enhance the facilities of the school provided by Local Authority funding. Essentially, the Trustees aim to use the Trust to 'ice the educational cake' for all students at the school. All new parents are invited to join the Trust. Further details are available from the school office or by email at trust@glebelands.surrey.sch.uk.

Parents' Forum

The Trust is supported by parents and is designed to enhance the facilities of the school provided by Local Authority funding. Essentially, the Trustees aim to use the Trust to 'ice the educational cake' for all students at the school. All new parents are invited to join the Trust. Further details are available from the school office or by email at: forum@glebelands.surrey.sch.uk

care

Care and standards

Student Care

We pride ourselves on dealing with students as individuals. This is organised through the Tutoring System which is designed to support students as individuals within our large community and to provide opportunities for personal and social development. High standards of appearance, behaviour and achievement are set and every opportunity is taken to praise, reward and encourage.

Each student entering the school is placed in a tutor group with others of all abilities and backgrounds. These students remain together in the care of a tutor who has particular concern for each student's personal welfare. Each team of tutors is led by an experienced Head of Achievement who has responsibility for the overview of the academic and social progress of each individual student.

We recognise that it is fundamentally important for everyone to feel safe and secure at school. To this end, we give high priority to the issue of bullying and parents will be reassured to know that we have a strong and supportive policy to deal with the matter on the rare occasions it may occur. In addition, the school has an unequivocal policy on smoking, alcohol and drugs. These topics are covered in our health education programme during which students are informed of the firm action the school would take should there be any abuse of these substances.

Medical Matters

Specified members of both our administrative and teaching staff are qualified to deal with first aid. In the case of serious problems an ambulance is called. **Parents are urged not to send children who are unwell to school.** External medical advisors come in periodically to carry out checks and tests. Parents are invited to attend these if they wish.

Standards

Parents and visitors to the school say they are impressed by the discipline and well-ordered working atmosphere within the school. This is more a tribute to the co-operative nature of the majority of the students than to the range of sanctions that sometimes have to be used in a firm, but fair manner. There is a generally accepted range of punishments including a verbal reprimand, extra work, detention, time spent in the Inclusion Room and report cards for teachers and parents to comment on the student's work and behaviour over a period of time. Exclusion from school is only necessary on rare occasions. Where there is a developing concern, parents are always informed and involved at a very early stage.

When a detention is given, **students may be detained for up to one hour having been given at least twenty four hours notice by the teacher.** Whatever the punishment given, its intention is to prevent and deter further infringement of rules and to develop a strong sense of self-discipline within the students. The rules are few and simple, and are designed for the mutual well-being of the community.

uniform

School Uniform

Blazer	Black with Glebelands' new school crest. Blazers must be worn at all times in the school buildings.'
Pullover	A maroon V-necked pullover with school crest. (Black school jumper for Y11 prefects only).
Shirt	A white standard shirt. The Glebelands' maroon polo shirt may be worn in the Summer Term. Blazers must still be worn.
Ties	A correctly tied Glebelands tie. Year 11 students may wear the Year 11 tie.
Skirt (Girls)	Standard school skirt/trousers for girls. Skirt must be knee length
Trousers (Boys and Girls)	Boys to wear black school trousers.
Shoes	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.
Socks	Plain black. Girls may wear plain black or flesh-coloured tights.
Outer Coats	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal). This is important since the public judge the school partly on the style of outdoor wear they observe as students travel to and from school.
Scarves	Plain colours only.
Bags	It is essential that pupils have a strong, sensible holdall, briefcase or satchel in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.
Jewellery	ONE plain ring, one wrist watch, ONE pair of plain ear studs (gold or silver coloured, one in each lobe), a chain may be worn inside the shirt. The school cannot accept responsibility for jewellery worn to school. Unacceptable jewellery will be confiscated.
Cosmetics	Discreet make-up - blemish concealer and light mascara only.
Hair	Hair should be cut in a style suitable for school and kept clean, neat and tidy. Hair should not be shorter than a grade 3.
PE Kit:	
Outdoor / Winter	White reversible acrylic rugby shirt with red hoop with logo. Red shorts (girls are permitted red skorts). Red and white hooped socks or white socks. Black tracksuit bottoms with Glebelands logo or plain. Plain black leggings of reasonable thickness.
Indoor / Summer	White Glebelands polo shirt. Red shorts, plain white socks.
Outdoor / Indoor	Grey sweatshirt with logo (no hooded or zip up tops). Black tracksuit bottoms with Glebelands logo or plain.
Dance	Plain black jazz pants or school tracksuit bottoms. Black round necked T shirt.
Identification	ALL ITEMS OF UNIFORM SHOULD BE CLEARLY MARKED.

This dress code will be strictly adhered to and the school will not tolerate any variation or extreme of fashion, including hairstyle and piercings.

All items of uniform are available from the school's own uniform shop run by Direct Clothing Company who are the official school suppliers. Details of opening hours and prices are published regularly - please consult the school if necessary. Parents are strongly advised to purchase uniform and sports wear from the school supplier.

Should parents decide to purchase items elsewhere, they are advised to consult the school before visiting the shops so that the correct colour and design may be bought and expensive repurchases can be avoided.

information

Dates, transport and additional information

Provisional Term Dates for students 2017/2018

Autumn 2017	Monday 4 September to Thursday 21 December
Half term:	23 October to 28 October
Spring 2018	Thursday 4 January to Thursday 29 March
Half term:	12 February to 16 February
Summer 2018	Monday 16 April to Friday 20 July
Half term:	28 May to 2 June

Transport

Glebelands is reached from a wide area of Surrey to the south of Guildford. It is served by a network of public transport, supplemented by special services arranged by the local authority. At present, children attend the school from a wide area.

Children are entitled to free transport if they live more than three miles from Glebelands and it is their nearest school. If parents choose to send their children to Glebelands and it is not their nearest school, then parents will normally be responsible for the transport costs. If there are any queries regarding transport, please contact the **Contact Centre, Surrey County Council, Tel: 0300 200 1004.**

Additional Information

Anyone requiring further information or copies of any documentation related to the school's policies and activities should contact the school office. Notice would be appreciated if the request includes copies of any statutory documents or school policies. The school prides itself on its relations with staff, students and teachers and when problems arise these are, in the main, resolved by the parents contacting the Head of Achievement of the student concerned. In the unlikely event that parents are still unhappy with the situation they are invited to contact the Headteacher personally. If, however, the matter still cannot be resolved, then they should contact the Chair of Governors (Mr D Burr), via the school office.



In the exceptionally unlikely event that the matter still cannot be settled then contact should be made with the Contact Centre, Local Education Office (SW), Guildford. Tel. 0300 200 1004

enhancement

Completing the experience

At Glebelands the primary aim of encouraging all students to reach the highest standards of which they are capable is pursued vigorously. Each department has specific aims to encourage excellence. Many students show exceptional ability in a range of activities, for example, academic, sporting, musical, social, literary, the arts and technology. We identify and foster these abilities, providing numerous opportunities for the students to excel. Also, students are encouraged to participate in a wide range of activities, many of which can form the foundation for life-long interests.

Extra-Curricular Clubs and Activities

Air Training Corps	Drama Productions	Rounders
Army Cadet Force	Duke of Edinburgh Award	Rugby
Art Club	Educational Cruises	School Council
Author Visits	Football	Science Club
Athletics	Focus Days	Sports Day
Basketball	Foreign Exchanges	Ski Trips
Charity Events	Geography Field trips	STEM Events
Chess Club	Gifted and Talented Activities	Student Leadership
Choir	Leavers' Ball	Summer Concert
Computer Club	Literacy Workshops	Theatre Visits
Concerts	Master Chef	Trampolining
Cricket	Musication	Work Experience
Cipher Club	Music Workshops	Year Book
Dance	Netball	Year Council
Day Trips	Open Days	Young Enterprise
Drama	Orchestra	

Student Leadership

All students are encouraged to assume responsibility for their own actions, but as they progress through the school more is expected in terms of service. The School Council, with elected representatives from each tutor group meets regularly and discusses issues raised by the student body. The chair of the School Council is a Year 10 student, the rest of the School Council is made up of elected council members. The school council is consulted on school development issues and the chair also presents to the Senior Leadership Team or Governors.

Students are encouraged to take on leadership roles throughout their time at Glebelands. A group of Senior Students including Head Boy/Girl and Deputies lead the student body, whilst Prefects support around the school. Year 10 Peer Mentors work closely with Year 7 students in their first year at Glebelands and departments have Ambassadors who support and promote particular subject areas. Students are also encouraged to join School Council sub-committees focusing on Teaching and Learning and The Learning Environment and Healthy Schools.

admissions

School admissions policy

All Surrey schools will operate an Equal Preference System and give parents the opportunity to state 3 ranked school preferences.

The admission arrangements remain unchanged for September 2013 for the majority of Surrey's Community and Voluntary Controlled schools as follows:

First priority: Looked After and Previously Looked After Children

Within the admission arrangements for all Community and Voluntary Controlled schools looked after and previously looked after children will receive the top priority for a place. Looked after and previously looked after children will be considered to be:

- children who are registered as being in the care of a Local Authority in accordance with Section 22 of the Children Act 1989(a), e.g. fostered or living in a children's home, at the time an application for a school is made; and
- children who have left care through adoption, a residence order or special guardianship order.

Places will be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

Second priority: Exceptional Social/Medical Need

Occasionally there will be a very small number of children for whom exceptional social or medical circumstances will apply which will warrant a placement at a particular school. Supporting evidence from a professional is required such as a doctor and/or consultant for medical cases or a social worker, health visitor, housing officer, the police or probation officer for other social circumstances. This evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs.

Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion.

Third priority: Children who have a sibling at the school or at an infant/junior school on a shared/ adjoining site at the time of the child's admission.

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.

A child will be given sibling priority if they have a sibling at the school concerned at the time of the child's admission. For the initial intake to the school a child will be given priority for admission only if their sibling will still be at the school in September 2013 or he/she will have a sibling at an infant/junior school on a shared/ adjoining site in September 2013. This will apply both at the initial allocation of places and also when prioritising the waiting list. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school or at a school on a shared or adjoining site.

admissions

Admissions (Cont.)

Fourth priority: Children for whom the school is the nearest to their home address

The nearest school within the admission arrangements for Community and Voluntary Controlled schools is defined as the school closest to the home address with a published admission number for pupils of the appropriate age-range, as measured by a straight line and which admits local children. The nearest school may be inside or outside the county boundary. Under this criterion all Surrey Community and Voluntary Controlled schools are considered to admit local children.

Fifth priority: Any other applicant

Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use. This is calculated using the Admission and Transport team's Geographical Information System.

Within the admission arrangements for Community and Voluntary Controlled schools the child's home address excludes any business, relative's or childminder's address and must be the child's normal place of residence. In the case of formal equal shared custody it is the address of the parent who claims Child Benefit for the child. In other cases it is where the child spends most of the time. All distances will be measured by the computerised Geographical Information System maintained by Surrey's Admissions and Transport team.

The address to be used for the initial allocation of places to Reception, Year 3 and Year 7 will be the child's address at the closing date for application. Changes of address may be considered in accordance with Surrey's Coordinated Scheme if there are exceptional reasons behind the change, such as if a family has just moved to the area. The address to be used for waiting lists, after the initial allocation, will be the child's current address. Any offer of a place on the basis of address is conditional upon the child living at the appropriate address on the relevant date. Parents have a responsibility to notify Surrey County Council of any change of address.

Waiting Lists: Where there are more applicants than places available, waiting lists will operate for each year group according to the oversubscription criteria for each school without regard to the date the application was received or when a child's name was added to the waiting list.

Waiting lists for the initial intake to each Community and Voluntary Controlled school will be maintained until the last day of the Autumn term when they will be cancelled. Parents wishing to remain on the waiting list after this date must write to Surrey County Council by 31 December 2013, stating their wish and providing their child's name, date of birth and the name of their child's current school. After 31 December 2013, parents whose children are not already on the waiting list but who wish them to be so must apply for in-year admission through Surrey County Council. Waiting lists for all year groups will be cancelled at the end of each academic year.

Students attend the school from a wide area including the following:

Albury	Cranleigh	Forest Green	Holmbury St. Mary
Shalford	Alfold	Dunsfold	Godalming
Loxwood	Shamley Green	Bramley	Ellens Green
Gomshall	Peaslake	Shere	Chilworth
Ewhurst	Hascombe	Rudgwick	Wonersh

You can check the distance from your home to the nearest schools on the internet. To do this type in <http://findaschool.surreycc.gov.uk> Enter your postcode and follow the online instructions.



Data protection act

Glebelands School collects and uses information about all our learners for various academic, health and safety and administrative reasons. From time to time, that information may be disclosed to individuals and bodies outside the school who have a lawful and reasonable interest in receiving the information.

The school will ensure that the information that it collects about you for these purposes is kept secure. The Data Protection Act 1998 gives you certain rights, including a right to see the information that the school holds about you and the school will ensure that your rights in this respect are observed.

The Data Protection Act 1998 requires the school to obtain your consent to use and disclose information about you. The normal operation of the school is dependent upon the processing of such information.

You will be asked to complete a declaration on the admission form and in doing so you will be giving your express consent to the processing of your information for these purposes.

Freedom Of Information Act

One of the aims of the Freedom of Information Act 2000 is that public authorities, including maintained schools, should be clear and proactive about the information they will make public.

Glebelands has produced a publication scheme that sets out:

- The classes of information which we publish or intend to publish
- The manner in which the information will be published
- Whether the information is available free of charge or on payment

The scheme covers information already published and information which is to be published. All information in our publication scheme is available in paper form.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner, copies of which are available from the school office on **01483 542400**.

Equality and Diversity

Glebelands adhere to the Public sector Duty as outlined in the Equality Act 2010 to ensure that staff, students and parents have equal access to all aspects of school life and that people are treated equally and not discriminated against. The promotion of equality of opportunity and anti-discrimination also underpins other policies such as staff recruitment, the curriculum and anti-bullying. We seek to promote community cohesion through the work of the school.

Responding to parents' concerns

Our Aims

Glebelands School aims to establish and promote a positive relationship with all parents, in the interests of their children. We recognise that children will feel more secure when they receive consistent messages from both home and school. Parents' views about our school are welcomed, including the expression of any concerns. At the same time we undertake to inform parents as soon as possible about any issues of concern about their child so that we can work together to resolve them.

What we do to avoid concerns arising

At Glebelands we work closely with parents in order to keep them informed of all aspects of school life. We have:

- the Home School Agreement
- Parents' Evenings
- Student Progress Day
- termly School Reports about their son/daughter's progress
- Glebelands News, the termly newsletter

How we respond to a concern raised by a parent

The County Council has produced a model procedure for parents who wish to express a concern about their child's school. This procedure has been adopted by Glebelands and can be found on our website www.glebelands.surrey.sch.uk/Parents/Policies.

At Glebelands we are committed to responding to a parental concern as quickly and as sensitively as possible in order to resolve the issue promptly. Most concerns are resolved by the child's tutor or subject teacher. Parents who wish to discuss a concern further can contact the Head of Achievement or a senior member of staff.

We aim to respond to all parental concerns within 48 hours (school working days) in term time. Not all concerns can be resolved within 48 hours and on such occasions we will keep parents informed at all stages.

Any formal complaint made to a complaints panel of the Governing Body will be reported, in outline only, and anonymously, to the next meeting of the full Governing Body.

legal statistical requirements

Absence Figures

In accordance with Government requirements for performance tables the rates of authorised and unauthorised absence were as follows:

During the period 2nd September 2015 to 24th June 2016

Number of students of compulsory school age on roll for at least one session:	574
Percentage of authorised absences:	4.4%
Percentage of unauthorised absences:	0.75%

Percentages have been rounded to one decimal place.

Destination of School Leavers

For students aged 15 at the start of the 2015/16 school year the figures are as follows:

Number of students on roll:	114
Percentage of students following a course of further education:	94%
Percentage of students entering work based training schemes:	3%
Percentage of students moved /no data	3%

Percentages have been rounded to one decimal place.



Glebelands

Respect and Achieve

If you would like this document in large print, on tape or in another language please contact us on:

Tel: **01483 542400**

Fax: **01483 542401**

email: **info@glebelands.surrey.sch.uk**

Address: **Parsonage Road, Cranleigh, Surrey GU6 7AN**

www.glebelands.surrey.sch.uk

